

**THE IMPLEMENTATION OF INQUIRY-BASED LEARNING IN
TEACHING ENGLISH AT THE SEVENTH GRADE OF
SMPN 2 COLOMADU IN 2014/2015 ACADEMIC YEAR**



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Pembimbing I


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SMPN 2 COLOMADU IN 2014/2015 ACADEMIC YEAR**

by

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ABSTRACT

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The objective of this study is to describe the implementation of inquiry-based learning in teaching English at first grade of SMPN 2 Colomadu in 2014-2015 academic year. The researcher gets the data of this research from event, informant and document. This research is descriptive research. The method of collecting data is direct observation, interview and document. In technique for analyzing data is reducing the data, displaying the data and drawing conclusion and proposing suggestion. The result of the analysis show that: 1) For learning objective there are two kinds namely, general learning objective and specific learning objective. 2) In the learning cycle the researcher found that the teacher used inquiry based learning in teaching English at 7H there are three steps of teaching learning process in the class namely, pre-teaching, while-teaching and post-teaching. While teaching consist of exploration, elaboration and confirmation. 3) The technique that researcher found during observation such as oral repetition, reading passage, identifying key word, answering question, free writing, questioning and summarizing. 4) There are seventh roles of students at first grade of SMPN 2 Colomadu. Those role are (a) the students as subject learning, (b) the students as object, (c) the students as performer, (d) students learns from the teacher, (e) the students learn from other students, (f) the students learns from other teaching sources, and (g) the students is monitor and evaluator of his or her own progress. 5) Teacher's role that researcher found in the learning process at 7H class of SMP N 2 Colomadu, they are: teacher as controller, teacher as manager, teacher as facilitator, teacher as resource and teacher as motivator. 6) The instructional material that used in the teaching English at SMP N 2 Colomadu especially in 7H class they are: text book, picture, slide and video. And there are three roles of instructional material, they were: (a) as a source of activities for learner practice and communicative interaction, (b) a source of stimulation and ideas for classroom language activities, and (c) as a reference source for learners on grammar, vocabulary, pronunciation, etc. 7) Media, the researcher found five media which is used in teaching learning process at 7H grade in SMPN 2 Colomadu, such as, Picture, board, video, Power point, tape recorder.

Keywords : Implementation, Inquiry-based Learning, Teaching English

A. INTRODUCTION

The history of teaching of English as a foreign language in Indonesia begins since the Dutch colonial era. However, English language just be taught as a foreign language at schools in Indonesia along with the publication of decisions of the education and culture minister in 1967. Since that the teaching English continues to grow. The education of English is the one of important subjects. However, some researchers assess that teaching English in Indonesia is too rigid, such as, the process of teaching which focusses on memorizing than understanding. This condition causes a lot of constraints in students to improve their ability in English. The cause of National Exam (UN) also makes the teachers trapped in using of teaching method that focuses in the ability of reading comprehension. It makes some teachers ignoring the ability of students writing, listening and speaking.

Junior high school is a basic education in formal education. All of children in Indonesia required to learn for about nine years so the children should get the education for minimal in junior high school. Junior high school is a bridge to students that want to continue to the next level. The teaching language in junior high school is general. The students are given material about subject generally and be adapted in their daily activity. English is given as a compulsory subject, even including the exam in National Exam. In this era, the government realises that the use of speech method (the students just sit and listening, and more memorizing than understanding). It is less effective in teaching English. SMP N 2 Colomadu is one of the schools in Karanganyar which still uses curriculum KTSP. Curriculum KTSP began since in 2006. This school ever uses 2013 curriculum , but last only one semester.

The KBK, KTSP and 2013 Curriculum is uses scientific approach in the teaching learning process. According to Handelsman in Endang Fauziati (2014: 154), scientific approach is a pedagogical approach used in classroom whereby teaching is approached with the same rigor as science at its best and it involve, active learning strategies to engage students in the process of science and teaching methods that have been systematically tested and shown to reach

diverse students. In this method the given material is appropriated in their daily activity so students can easily understand and remember. Scientific approach consists of five methods, one of those methods is inquiry based learning.

Experience is the best teacher. This utterance is applied in the aspect of life including teaching in the classroom. When the students have felt the benefit of learning in real life, the enthusiasm and motivation of the students for learning are raising. In the inquiry based learning method, students drive the class, they also study from their experience and also develop their knowledge that they got from their research.

Jean Piaget(1972), Vygotsky (1978), and Bruner (1990) in Fauziati (2014: 158) state, that inquiry based learning means that the learners must actively construct their own knowledge and skills through their experience and interaction with the environment. If this method has been applied in right way and appropriate with the condition of students, there are the advantages that we got. Inquiry based learning method inspires students to learn from themselves, bringing a real research-orientated approach to the subject. Beside that, the advantage of students are not only understanding about the subjects but also increasing their knowledge and leadership ability to finish the problem that happen in real life. Based on the explanation of English teacher in SMP N 2 Colomadu, inquiry-based learning is applied in SMP N 2 Colomadu. There are some advantages, such as: make the teaching learning process more interactive, make students active in the class or students centered, it make students enthusiasm to share their opinion, so the implementation of inquiry-based learning in the class is alive.

SMP N 2 Colomadu used inquiry-based learning to help students understand the material easily and make them have more encouraged to explore their knowledge. So, the inquiry-based learning is a method to make students better in learning process in SMP N 2 Colomadu.

Based on this explanation, the researcher is interested to examine
“THE IMPLEMENTATION OF INQUIRY BASED LEARNING IN

TEACHING ENGLISH AT FIRST GRADE OF SMP N 2 COLOMADU 2014/2015 ACADEMIC YEAR”.

B. RESEARCH METHOD

This research is descriptive research. This research involved no statistical analysis. According to Moleong (2004:2), a descriptive qualitative research is a type of research which does not include any calculation and enumeration. The subjects of the study were the English teacher of seventh grade of class H named Mr Wisnu Broto, S.Pd. and students of the seventh grade of class H with 36 students, 17 male and 19 female in SMP N 2 Colomadu. The object of the study was the implementation of inquiry-based learning in teaching English at the seventh grade of class H at SMP N 2 Colomadu, Karanganyar.

The method of collecting data is direct observation, interview and document. The researcher gets the data of this research from event, informant and document. In technique for analyzing data is reducing the data, displaying the data and drawing conclusion and proposing suggestion.

C. RESEARCH FINDING AND DISCUSSION

1. Learning Objective

Learning objective is used for determining of the target which is achieved for students after getting the material in teaching learning process. Every material or learning process has different goals and the goals appropriate with the material and students condition. It can be seen in syllabus and lesson plan. Based on information from interview with Mr. Wisnu as English teacher at 7H on March, 2nd 2015 and documents of syllabus and lesson plan, the researcher found that the learning objective is divided into two, namely, the general learning objective is the general ability which should be achieved by students after finishing one subject in one semester. It consists of English skills. They are: listening, speaking, reading and writing and the specific learning objective is the result of the study that must be achieved by students that is divided into every chapter or unit in English material.

2. Learning Cycle

Learning cycle is the learning process that students focused. It is set of activity that was prepared as well as possible, so the students can mastery the learning objective of the lesson with students active role. The researcher found that the teacher used inquiry-based learning in teaching English at 7H. This method aims to make students active constructing their knowledge and skill through their experience. There are three steps of teaching learning process in the class namely, pre-teaching, while-teaching and post-teaching, while teaching consist of exploration, elaboration and confirmation. The result of observation in teaching English at 7H was as follows:

a. Pre-teaching

Generally, during the observation, the researcher found the regular activities in pre-teaching. Before beginning the teaching learning process, he began with greeting and checking students attendance or condition of the class.

b. While-teaching

The implementation of inquiry based learning in teaching English at first grade of H class in SMP N 2 Colomadu used exploration, elaboration and confirmation (EEK). It is the main activity using method that is appropriate with the characteristic of students and material. The main activity in EEK is teaching learning process to achieve based competence in interactive, inspiring, joyful, and motivating way for the students. It makes students more active and give enough space for them to build their innovation and creativity based on their talent and motivations.

The teacher used exploration, elaboration and confirmation in the teaching learning process because the curriculum that they used back to KTSP curriculum. The teacher explain there are some advatages, such as: in the teaching learning process, the students have to be active and interactive so the teaching learning process are not monotonous (*based on interview on 2nd march 2015*).

c. Post-teaching

In this stage, the teacher and the students made conclusion, checking student's understanding by asking "any question?". The teacher closed the meeting with saying 'thank for your attention, study hard and see you next time'.

3. Classroom Technique

There are some techniques that teacher used in each skill when taught the students. The techniques that researcher found during observation such as oral repetition, reading passage, identifying key-word, answering question, free writing, questioning and summarizing, for example the teacher requested the student doing activities as follow answering question of the text or finding information of the text.

Below, the researcher would explain about classroom techniques in EEK:

a. Classroom Technique Used in Exploration Cycle

Exploration is an activity of teaching learning process that is used to make a plan for building students basic knowledge. In the exploration activity the teacher engage the students for finding information from some source about the material that will be explained, example watching the video, listening the audio and reading the text or picture in the *LKS* (worksheet) or text book then provoke the students to participate actively (*based on interview on March, 2nd 2015*).

The teacher implemented some techniques in extending the material to the students. The techniques that teacher of first grade of H class at SMP N 2 Colomadu used are oral repetition, reading passage and identifying key word. Oral repetition is a classroom activity that the students repeat what they heard from the teacher or a media such as an audio. Then, reading passage is a classroom activity to know the text which they read, and identifying keyword is an activity for finding words that they heard. The example of identifying keyword is the students heard

the audio of a material 'how to make orange juice' then they must complete the missing word in the text.

b. The Classroom Technique Used in Elaboration Cycle

Elaboration is a main learning activity. In the elaboration the teacher habituate students for reading and writing with some works. The purpose is to show new idea and give an opportunity for the students to think and to solve the problem.

There are some classroom techniques which is used the teacher in the elaboration. They are: answering question and free writing. Answering question is an activity for the students answering questions given by the teacher. Free writing is an activity which the students explain about something by their own language. For example: the teacher gives instruction for the students to describe the animal. The teacher chooses one topic of animal and then they must describe it briefly.

c. Classroom Technique that Used in Confirmation Cycle

The last cycle is confirmation. In this stage the teacher gave confirmation about exploration and elaboration through learning sources. The teacher gave positive feedback and facilitating the students to get more information. So, the students can understand more about the material. In this section, Mr. Wisnu as the teacher of 7H class at SMP N 2 Colomadu used summarizing.

In this section the teacher explains about the material which was learned before and the aim is to make the material clear. The students made summary based on what they heard by the teacher. The students can used their languages or words as long as is it appropriate.

4. Students Role

Students role is one of factor that support the teaching learning process in the class. In the classroom the students can be active as participant in the teaching learning process. Students can express what their ideas and what they want to learn. Based on observation in the 7H class, the researcher fond seven roles of students as follows: 1) the students as subject learning

means that students not only sit and listen what teacher said but also do active in the classroom, 2) the students as object learning , means that they must pay attention when the teacher explain, instruction, and direction about the material, 3) the students as performer , means that they try to practice and do the instruction that is given by the teacher in the classroom during the English teaching learning process, 4) students learning from the teacher , 5) the students learning from other students, 6) the students learning from other teaching sources, and 7) the students is monitor and evaluator of his or her own progress.

5. Teacher Role

Teacher is the main factor in the teaching learning process. Teacher played many roles in the process of learning at classroom. Teacher can be parent, friend, and teacher too for students. In the other hand, teacher's roles that researcher found in the learning process at 7H of SMP N 2 Colomadu are: teacher as controller, teacher as manager, teacher as facilitator, teacher as resource, and teacher as motivator.

6. Instructional Material

Instructional material generally is the source of learning. Instructional material is all of materials that support the language teaching and learning process in order to reach the goal of the teaching learning itself. The material is important to support teaching learning and it can guide the teacher and the learner about what they learn. Based on research, the researcher found some instructional materials during teaching learning process at 7H in SMPN 2 Colomadu. Here, The researcher showed the finding by focusing on the kind of the instructional material and the role of instructional material.

a. Kind of Instructional Material

Based on observation, the researcher found four kinds of instructional material is used in the teaching learning process. There is visual material such as textbook, picture in the coursebook, slide and video.

b. The Role of Instructional Material

After conducting the observation and interview, the researcher found some roles material and kinds of instructional used in SMPN 2 Colomadu especially for Seventh grade. The finding of the study, the researcher found the role of the instructional materials in teaching of English at SMP N 2 Colomadu, they were: 1) as a source of activities for learner practice and communicative interaction, 2) a source of stimulation and ideas for classroom language activities, and 3) as a reference source for learners on grammar, vocabulary, pronunciation, etc.

7. Media

The purposes of using media are to easy teaching learning process, increasing the efficiency of teaching learning, helping students concentration, stimulating the students to study hard. Using media should appropriate with the situation and the condition of student and material. The researcher found many kinds of media which is used in teaching learning process at 7H grade in SMPN 2 Colomadu, such as, Picture, board, video, Power point, tape recorder.

D. CONCLUSION

Based on the implementation of inquiry-based learning in teaching English at first grade in SMP N 2 Colomadu 2014-2015 academic year in previous chapter, the result of the research can be concluded as follows:

1. For learning objective there are two kinds namely, general learning objective and specific learning objective. In the general learning objective there are (a) the learners are able to use the English language orally and written. (b) The teacher introduces English lesson as a foreign language that is important. (c) The learner can develop their competency in English language that cover attitude, knowledge and skill. For specific learning objective the researcher found from syllabus and lessonplan.
2. In the learning cycle the researcher found that the teacher used inquiry based learning in teaching English at 7H. There are three steps of teaching learning process in the class namely, pre-teaching, while-teaching and post-

teaching, while teaching consist of exploration, elaboration and confirmation.

3. The techniques that researcher found during observation are oral repetition, reading passage, identifying key word, answering question, free writing, questioning and summarizing.
4. There are seventh roles of students at first grade of SMPN 2 Colomadu. Those roles are 1) the students as subject learning means that students not only sit and listen what teacher said but also do active in the classroom, 2) the students as object learning learning means that they must pay attention when the teacher explain, instruction, and direction about the material, 3) the students as performer means that they try to practice and do the instruction that is given by the teacher in the classroom during the English teaching learning process, 4) students learn from the teacher, 5) the students learn from other students, 6) the students learn from other teaching sources, and 7) the students is monitor and evaluator of his or her own progress.
5. Teacher's roles that researcher found in the learning process at 7H class of SMP N 2 Colomadu are: teacher as controller, teacher as manager, teacher as facilitator, teacher as resource and teacher as motivator.
6. The instructional material that is used in the teaching English at SMP N 2 Colomadu especially in 7H class they are: text book (book from Education and Cultural Government of Indonesia Year 2008 entitle "English in Focus for Grade VII Junior High School", second from *Mefi Caraka publisher* year 2005 entitle "Functional English for Junior High School grade VII" and the last from "*LKS Bahasa Inggris Kelas VII KTSP*") , picture, slide and video. And there are three roles of instructional material, they were: (a) as a source of activities for learner practice and communicative interaction, (b) a source of stimulation and ideas for classroom language activities, and (c) as a reference source for learners on grammar, vocabulary, pronunciation, etc.

7. For media, the researcher found five media which are used in teaching learning process at 7H grade in SMPN 2 Colomadu, there are picture, board, video, power point, tape recorder.

Based on the observation and interview of the implementation of inquiry-based learning in teaching English in 7H class of SMPN 2 Colomadu 2014/2015 academic year, the teacher has good enough for implementing in teaching method and appropriate with *KTSP* curriculum. Because of the researcher got last class, it is the class with students in low level in academic. So, not all of students participate in the class. They are less of ability to know learning material and they are less of motivation to become more better. It just has some students who active in the class. More of students still need guiding from the teacher to do activities.

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